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ABSTRACT

The 3,750 non-completers of Colorado Vocational Education Programs are significant in that students not completing at least 50 percent of their program are less likely to obtain permanent related employment. This study addresses the question of why students have not completed their programs, from the students' and the counselors' points of view. The purpose of this study was to define why students have not completed the program, and identify prescriptive measures for reducing the problem. The major reasons why students do not complete programs were moving out of the district and dropping out of school. Improved guidance and counseling, and career education processes could impact approximately 25 percent of these students. No-shows were a particular problem for a certain type of registration process. The major reasons for no-shows appeared to be that students had scheduling conflicts and lack of student interest. Career guidance and counseling may be an effective tool for decreasing the number of no-shows. (Author/BW)

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SURVEY OF NONCOMPLETERS AND NO-SHOWS OF VOCATIONAL PROGRAMS

IN COLORADO

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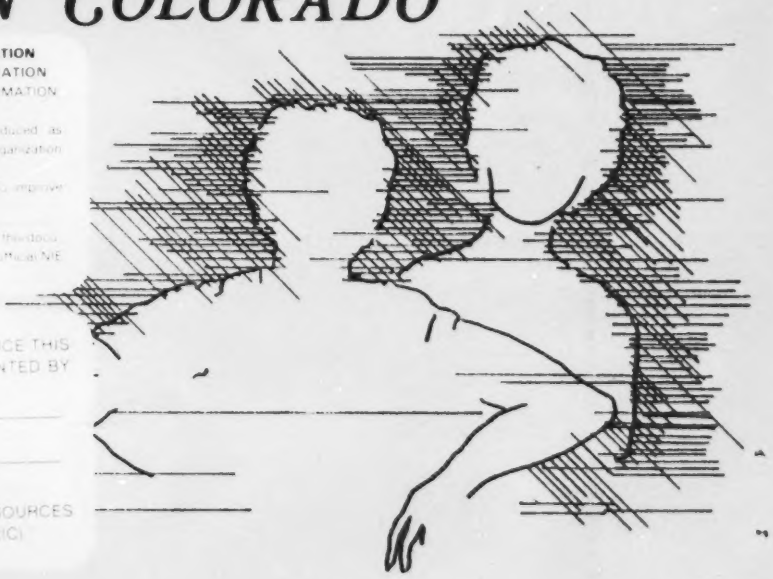

TM 810 754 (10 of 12)

2

•• *executive summary*

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SURVEY OF NON-COMPLETERS AND NO-SHOWS OF VOCATIONAL PROGRAMS IN COLORADO

Executive Summary

Dr. Kendrick L. Spooner, President

This project funded by:
THE STATE BOARD FOR COMMUNITY COLLEGES
AND OCCUPATIONAL EDUCATION

INTRODUCTION

The 3,750 non-completers of Colorado Vocational Education Programs are significant in that students not completing at least 50 percent of their program are less likely to obtain permanent related employment. The estimated aggregate cost for the state and school to provide partial training to non-completers (@ $1,500 each) was approximately $6,000,000. This study addresses the question of why students have not completed their vocational program, from the students' and the counselors' points of view. The purpose of this study was to define why students have not completed their programs, and to identify prescriptive measures for reducing the problem.

The study addresses two types of students; the first are students who enrolled in vocational education programs, but never attend class. For the purpose of this study, those students have been labeled "no-shows." The second type of student included in the study is those who had started a vocational program, but failed to complete at least 50 percent of the program's requirements. For the purpose of this study objective, those students are referred to as "non-completers."

Objectives

The objectives included: (1) analyzing the type of students who are non-completers or no-shows, (2) analyzing why they choose not to continue in their vocational program, and (3) providing recommendations on how one could reduce the number of no-shows and non-completers.

To address the objective, the following series of questions were answered:

(a) What are the demographic characteristics of no-shows and non-completers?

(b) What types of programs do no-shows and non-completers enroll in?

(c) What types of delivery systems are used by programs in which no-shows and non-completers enroll?

(d) What are the major reasons students offer for not completing a program? (travel, schedule conflicts, parents, counselors, extracurricular activities, poor programs, lack of interest, etc.)

(e) What are the major reasons students offer for not showing up for vocational classes in which they have been accepted or enrolled?

(f) What type of counseling and guidance processes are used in schools and programs showing high no-show and non-completer rates?

(g) What types of career education/pre-vocational experiences do no-shows and non-completers have?

(h) What strategies can be implemented in order to minimize the number of no-shows and non-completers?

METHODOLOGY

The strategy for approaching this research problem was the use of a questionnaire which was mailed to students, guidance counselors, and administrators. The researcher reviewed the management information system data to develop a list of non-completers. No-shows were identified by visiting selected schools and surveying a sample of students.

An advisory committee of teachers and administrators in vocational education provided input on the kinds of questions to be asked in the survey and was provided an opportunity to offer recommendations concerning the interpretation of the data collected.

There were seven major tasks completed in this research project. They were: (1) selection and implementation of an advisory committee, (2) selection of a sample, (3) development of the questionnaire and survey instruments, (4) surveying the population, (5) analyzing the data, (6) writing the report, and (7) presenting the findings to the Summer Workshop. The following is a brief discussion of how each task was accomplished.

The researcher selected four hundred names from those non-completers listed in the SBCCOE files. Of these, the researcher was able to survey 350 non-completers. Because of the late start (March), there was only limited cooperation from the Jefferson County Schools and therefore 50 of the 400 students originally selected were lost. Two hundred and seventeen responses were obtained, for a response rate of 62 percent.

Table 1 provides an analysis of the distribution of students by program areas for all secondary schools in the state, the sample of non-completers drawn from the State's list of non-completers, and the respondents to the survey.

The percentages hold for the three groups across five of the programs areas. It appears that business and office, in general, have fewer non-completers per enrollment and trade and industrial programs have more non-completers per enrollment.

The analysis of the data is straight forward in that tabulation of student responses is provided in table form. The counselors' and administrators' responses are summarized and provided as they relate to the general questions of the study. An analysis pertaining to career education as it impacts non-completers was completed using a subset of the non-respondent and no-show sample.

The results of the research are presented in summary form by research question. The information for non-completers and no-shows is dealt with separately.

Table 1
Comparison of the Number and Percent of Non-Completers
in the Sample by Program Size

SERVICE AREA	Enrollment by Service Area					
	State Secondary 78-79 Totals		78-79 Sample		78-79 Respondents	
	#	%	#	%	#	%
Agriculture	3,215	7.9	31	7.6	16	7.5
Marketing and Distribution	4,199	10.3	50	12.2	21	9.8
Health	497	1.2	3	0.7	2	0.5
Occupational Home Economics	2,147	5.3	14	4.1	12	5.5
Business and Office	19,245	47.4	155	38.0	54	24.9
Technical	1,462	3.6	16	3.9	6	2.8
Trade and Industrial	9,832	24.2	136	33.2	59	27.2
No Area Listed					47	21.7
TOTAL	40,597		405		217	

NON-COMPLETERS

Summary

(1) *What are the demographic characteristics for non-completers?*

The profile for non-completers in terms of ethnic origin, sex, and grade parallel that of the general enrollment in vocational education. There appeared to be a higher percentage of males who were non-completers as compared to the overall enrollment in secondary vocational education programs. The comparison of non-completers and total enrollment of secondary vocational education programs by ethnic origin was similar in distributions.

Further, The percent of designated handicapped students not completing their program was similar to the percentage of handicapped students enrolled in vocational education programs. One major difference in the profiles was that only 5.2 percent of the students enrolled in vocational education programs were designated as disadvantaged; whereas, 14.2 percent of the students identified as non-completers were designated as disadvantaged (economic or academically disadvantaged or both). Additional special programs may be needed to reduce the high percentage of disadvantaged students who drop out of vocational education programs.

(2) *What types of programs do non-completers leave?*

The study indicated that, for the most part, non-completers were equally distributed among the various program areas. There were slightly fewer non-completers in business and office programs, and slightly more non-completers for T & I programs. This may be in proportion to the general male/female dropout ratio, whereas, the business and office program having been a predominantly female program there should have been a lower dropout rate. On the other hand, the T & I program has had a predominantly higher male enrollment.

(3) *What type of delivery systems are used in programs affected by non-completers?*

The data indicate there are more non-completers in local high school programs than in area vocational school programs. There appears to be a more formal selection process implemented for choosing students for area vocational programs. These processes appear to influence the number of non-completers in a particular program.

(4) *What are the major reasons students offer for not completing a vocational education program?*

The predominant reason offered was that the students had dropped out of school entirely. This coupled with many of the counselors' comments about the types of students scheduled into vocational education programs indicated that school dropouts would be expected. The survey established that approximately 4.5 percent or 1,850 students from secondary vocational education programs dropped out of school. This compared to 9.6 percent for the statewide average indicates that although dropping out was a major reason for non-completers, the vocational education programs do have better holding power than the general school programs. Other reasons for students leaving programs include: (1) moving and (2) their expectations for the program were not being met. It appears that explicit treatment may be provided by the vocational educators for approximately 25 percent of the non-completers. It is felt that the general dropout problem is an area which the school must address across all programs and moving is a reason that cannot be addressed. This would mean that approximately 925 students statewide could be affected by a treatment. If the average cost of a student's program was $1,500 and if a successful treatment could remediate at least 50 percent of the individuals involved, it would mean savings of $690,000 statewide.

The administrators felt that the major reasons students did not complete a program was their lack of interest or motivation. Further, the administrators appeared to agree that this type of student was generally prone to drop out and probably would not complete any program offered through the school.

(5) *What type of counseling and guidance processes are used in schools with programs showing high no-shows and non-completers?*

The sample indicates that the non-completer problem was similar for all local high schools included in the sample. The guidance and counseling procedures varied from school to school. There were schools with very structured, rigid selection criteria for students entering into the vocational education programs and others that enrolled students on a first-come, first-serve basis. Also, various schools had career education programs with components such as job interviewing, career planning, reading and researching about careers, etc. These programs appeared not to have a significant influence on why students enrolled in particular vocational programs or why they did not complete the program once enrolled.

The administrators, in several of the schools involved in the study, felt that a major cause for non-completers was weak guidance and counseling services. It was also observed through site visits that many of the counselors in the schools assigned the task of career counseling did not have the training or philosophy necessary to provide comprehensive career counseling. Some of the counselors interviewed were involved with many administrative tasks which precluded time for career counseling.

(6) *What types of career education/pre-vocational experiences do non-completers have?*

Approximately 10 percent of the non-completers felt they experienced career education activities. In comparing the students with career education experience to those individuals stating they had not experienced career education experiences, the researcher found no significant differences between their responses as to why they enrolled in a vocational education program or why they dropped out of their vocational education program.

Conclusions

The major conclusions for the non-completer study are:

(1) The non-completer problem can only be partially addressed by treatments delivered by vocational education. This is primarily due to the major reasons why students do not complete programs (moving out of the district and dropping out of school).

(2) Improved guidance and counseling, and career education processes could impact approximately 25 of those individuals indicated as being non-completers.

(3) A number of individuals were identified as non-completers through the State Board's data file (VE 135) which was in fact miscoded. These individuals were predominantly (9.0100) consumer and homemaking (1,555 or 30 percent) students. Approximately 1 percent of the non-completers surveyed indicated that they did in fact complete the program or that they were never enrolled in the program.

(4) Increased in-service and pre-service training for career and vocational guidance counselors may provide some remediation for the non-completer problem.

(5) Career education as it is presently implemented in the schools, appears to have little or no impact on non-completers.

(6) There is no significant relationship between the type of program a student enrolls in and the probability of the student not completing that program.

(7) There is a lower rate of non-completers in area vocational school programs than in home high school programs.

(8) Selection processes for students entering into vocational education programs appear to have a slight influence on students' completion of vocational education programs. It was found that the selection processes varied from a student's choice of interest through a regular scheduling process, to an extensive interviewing and testing process.

(9) If a student is disadvantaged, he/she is more likely to be a non-completer.

Recommendations

The following recommendations are seen as suggestions for reducing the number of non-completers. Some of the recommendations may

go beyond the scope of the vocational educator's responsibility, however, because dropouts are the major reason for students not completing the program, it is seen that cooperative action would be necessary in some cases.

(1) It is recommended that a formal selection process be developed for each program area to be used by guidance counselors in the various school districts. This screening and selection process could be developed jointly by the counselor and teachers in the various service areas.

(2) An effort should be made through the local directors to influence the selection of guidance counselors in the local schools to insure that at least one guidance counselor has a career education/occupational education guidance counseling emphasis. And further, that once this counselor has been appointed he/she is provided with adequate time to provide necessary services to the students.

(3) The State Board for Community Colleges and Occupational Education should take the initiative to explore, with the State Department of Education, alternatives for addressing the dropout problem. As part of this initiative, research needs to be done to identify specifically the type of students who drop out of school, to identify the reasons why they drop out of school, and to develop recommendations and prescriptions for providing these students with alternative education opportunities and educational remediation in order to reduce the dropout rate in total. Further, specific dropout prevention programs could be developed and implemented for vocational education students.

(4) Further study needs to be completed in terms of the impact of career education on the population of both no-shows and non-completers. The study of the non-completer population showed no significant difference between students participating in career education

experiences and not participating in career education experiences in terms of their responses as to why they enrolled and why they dropped out of a vocational education program. A more appropriate study would be to compare the non-completers to completers in terms of how career education experiences might have impacted the students. In this case, completion status would be used as the criterion variable for judging the success of career education programs. Also, the study should specifically select schools which have what the State Board for Community Colleges and Occupational Education perceive as quality career education programs versus schools that have not implemented career education programs.

(5) Special programs should be developed to decrease the number of disadvantaged not completing vocational education programs.

NO-SHOWS

Summary

(1) *What are the characteristics of no-shows?*

No-shows were identified in 18 schools throughout the State. The majority of the no-shows responding to the questionnaire were male and enrolled in trade and industrial programs. Basically, no-shows were a major problem, in independent school districts having an area vocational school or skill center with a high percentage of trade and industrial programs.

Seventy-six percent of the no-shows were white with the remainder being either Hispanic or American Indian. Sixty-one percent of the no-shows were male. Approximately 66 percent of the students identified the programs in which they did not show up as being offered by an area vocational school. Thirty-three percent of the students indicated that the programs were offered by their local high school, most in a career center.

(2) *What types of programs do no-shows affect?*

For the most part, no-shows affect trade and industrial programs. Better than 50 percent of those students identified as no-shows were enrolled in some type of trade and industrial program.

(3) *What types of delivery systems are used in programs affected by no-shows?*

The major delivery systems affected by the no-show problems were the independent area vocational schools and independent school district career centers. In order for a student to be identified as a no-show, the student must have pre-registered in a vocational education program by name. For the most part, community colleges and BOCES area vocational schools did not pre-register or pre-enroll students for the program. They assigned a certain number of slots within each program to the various cooperating schools and it was the responsibility of the cooperating school to assign a student. In interviewing counselors at the various cooperating schools, it was found that the assignment of those students was not a problem in that many of the programs had waiting lists and if one student did not show up, another student was automatically assigned to the program. In those cases where independent area vocational schools pre-enrolled the students, rosters were developed for each vocational education program. For the most part, fewer problems were experienced with no-shows in those cooperating schools where the counselor had a strong vocational philosophy.

(4) *What are the major reasons students offer for not showing up for a vocational education program in which they were initially enrolled?*

Two major reasons were: (1) the students' lack of interest, and (2) the program not meeting the students' expectations. However, the most often given reason was that the student had scheduling conflicts. It was believed that a question must be addressed in terms of, "Is the no-show rate any greater for vocational education programs than it is for most elective courses?" In addressing this question, one can get an indication of how general the problems are in terms of scheduling and whether solutions can be developed.

(5) *What types of guidance and counseling processes are used in schools with high no-show rates?*

Generally, the schools with the no-show problem were larger school districts. Most of the high schools had several guidance counselors. It was found in interviewing that there were many cases where three or four guidance counselors were employed by the same local high school, but none considered themselves career or vocational counselors.

(6) *What types of career education or pre-vocational experiences do no-shows have?*

It appeared that the no-shows had the same types of career education experiences as the non-completers. Also, approximately the same number of individuals participated in career education experiences. Students gave many of the same reasons for selecting a vocational education program regardless of the type or extent of career education experience identified. One major difference was that more students not participating in a career education experience felt they were treated unfairly.

Conclusions

It appeared that no-shows were a particular problem for a certain type of registration process. The students that did not show up for vocational education classes were not essentially different from those students that did not complete vocational education programs. The major reason for no-shows appeared to be that students had scheduling conflicts. Another reason was lack of interest. Career guidance and counseling may be an effective tool for eliminating or decreasing the number of no-shows. Career education does not appear to significantly impact the reasons why no-shows select programs or choose not to attend once enrolled in a program.

Recommendations

It is recommended that the no-show problem be treated as an individual school problem, inasmuch as it is basically a scheduling concern

and each school district has different scheduling processes and policies. In interviewing various administrators and counselors in schools having no-show problems, the major strategy being implemented for resolving these problems was extensive follow-up of pre-enrolled students by the guidance and counseling staff throughout the summer. Another solution might be to over-schedule for vocational education programs in anticipation of a 5 to 10 percent attrition rate per program. This could be done in much the same way as the airlines generally overbook airline reservations. It is realized that there is a chance that some programs might be over-enrolled. A review could be done to identify programs which are specifically affected by no-shows and then the over-enrollment percentages adjusted to compensate for the various programs. Another method used in the scheduling of students for vocational education programs was to compensate for no-shows with the use of alternates.

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SURVEY OF NONCOMPLETERS AND NO-SHOWS OF VOCATIONAL PROGRAMS

IN COLORADO

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•• technical report

SURVEY OF NON-COMPLETERS AND NO-SHOWS OF VOCATIONAL PROGRAMS IN COLORADO

Project Director:
Dr. Kendrick L. Spooner

Center for Education and Management, Inc.

July 1980

The research was sponsored by the Colorado Research Coordinating Unit of the State Board for Community Colleges and Occupational Education. The researcher was encouraged to express his judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent the official position or policy of the Colorado Research Coordinating Unit or the State Board for Community Colleges and Occupational Education.

TABLE OF CONTENTS

	Page
Introduction	1
Objectives	1
Methodology	2
Advisory Committee	4
Definitions	4
Sampling	5
Data Collection	6
Questionnaire Development	8
Data Analysis	8
General Findings	11
School Type	17
Career Education Non-Completers	26
Career Education No-Shows	30
Counselor Survey	36
Administrator Survey	38
Non-Completers - Summary	39
Conclusions - Non-Completers	42
Recommendations - Non-Completers	43
No-Shows - Summary	44
Conclusions - No-Shows	46
Recommendations - No-Shows	46
Appendix A	47
Cover letter for Student Survey	48
Student Survey	49
Survey of the Impact of the Area Vocational Delivery System (Cooperating Schools)	52
Counselor - Cooperating School	56

LIST OF TABLES

Table #		Page
1	Time Line: Major Activities/Accomplishments	3
2	Comparison of the Number and Percent of Non-Completers in the Sample by Program Size	7
3	Profile of Non-Completers of Vocational Education Programs 1978-1979	9-10
4	Percent and Frequency of Non-Completers' Reasons for Taking a Vocational Education Program	13
5	Percent and Frequency of No-Shows' Reasons for Enrolling in a Vocational Education Program	14
6	Frequency and Percents of Reasons Non-Completers Gave for Dropping Out of Their Vocational Education Program	15-16
7	Frequency and Percent of Reasons No-Shows Gave for Dropping Out of Their Vocational Education Program	18-19
8	Major Reasons Students did not Complete Their Vocational Education Programs, by Type of School	21-22
9	Major Reasons Students did not Attend Class After Initially Enrolling in a Vocational Education Program	23-24
10	Frequency and Percent of Non-Completers' Participation in Various Types of Career Education Experiences	25
11	Frequency and Percent of No-Shows Participating in Various Types of Career Education Experiences	25
12	Reasons Students (Non-Completers) Participating in Career Education (CE) and Not Participating in CE, did not Complete Their Vocational Education Program	27
13	Reasons Why Non-Completers Dropped Out of Their Vocational Education Program, by Career Education Experience	28-29
14	Reasons Students, (No-Shows) Participating in Career Education and Not Participating in Career Education, did not Attend a Vocational Education Program After Initially Enrolled	32

LIST OF TABLES
(Continued)

Table #		Page
15	Reasons No-Shows Provided for not Attending Vocational Education Programs	33
16	Reasons Why Students did not Attend Vocational Education Programs After Initial Enrollment by Career Education Experience	34-35
17	Reasons Administrators and Counselors List as to Why Students do not Complete Their Vocational Education Programs	39

Introduction

As part of the VED's requirement, each state is to report the number of completers, continuators, and non-completers in its vocational education programs. The obvious question to be asked, once the non-completers are identified, is what are the major causes for students dropping out of programs. The 3,750 non-completers of Colorado Vocational Education Programs are significant in that students not completing at least 50 percent of their program are less likely to obtain permanent related employment. The estimated aggregate cost for the school and state to provide partial training to non-completers (@ $1500 each) was approximately $6,000,000. This study addressed the question from the students' and the counselors' points of view. The purpose of this study was to define why students have not completed their programs, and to identify prescriptive measures for reducing the problem.

The study addressed two types of students; the first type is students who enroll in vocational education programs but never attend class. For the purpose of this study, those students have been labeled "no-shows." The second type of student included in the study was those who had started a vocational program but failed to complete at least 50 percent of the program's requirements. For the purpose of this study objective, those students are referred to as "non-completers."

Objectives

The objectives included: (1) analyzing the type of students who were non-completers or no-shows, (2) analyzing why they chose not to continue in their vocational program, and (3) providing recommendations on how one could reduce the number of no-shows and non-completers. More specifically, the major objectives of this study were:

(1) to identify the no-shows for vocational education programs;
(2) to identify the non-completers for vocational education programs;
(3) to identify reasons why students do not show up for classes and/or do not complete vocational education programs;
(4) to develop recommendations to decrease the percentage of non-completers and number of no-shows.

To address the objective, the following series of questions were answered:

(a) What are the demographic characteristics of no-shows and non-completers?

(b) What type of programs do no-shows and non-completers enroll in?

(c) What types of delivery systems are used by programs in which no-shows and non-completers enroll?

(d) What are the major reasons students offer for not completing a program? (travel, schedule conflicts, parents, counselors, extracurricular activities, poor program, lack of interest, etc.)

(e) What are the major reasons students offer for not showing up for vocational classes in which they have been accepted or enrolled?

(f) What type of counseling and guidance processes are used in schools and programs showing high no-shows and non-completer rates?

(g) What types of career education/pre-vocational experiences do no-shows and non-completers have?

(h) What strategies can be implemented in order to minimize the number of no-shows and non-completers?

Methodology

The strategy for approaching this research problem was the use of a questionnaire which was mailed to students, guidance counselors, and administrators. The researcher reviewed the State Board for Community Colleges and Occupational Education (SBCCOE) management information system data to develop a list of non-completers. No-shows were identified by visiting selected schools and surveying a sample of students.

All guidance counselors in the school districts represented by student samples were sent a questionnaire. Administrators from each school in the state were asked to provide insight and information about no-shows and non-completers. The following time line of major activities was certified (Table 1).

Table 1
Time Line
Major Activities/Accomplishments

ACTIVITIES	1980					
	March	April	May	June	July	August
Advisory Committee	———	———	———			
Select Sample	———	———				
Develop Questionnaire		———	———			
Survey Students and Counselors		———	———	———		
Analysis of Data				———		
Write Reports						
Progress Report			———			
Final Technical Report					———	
Promotional Report					———	
Presentation at Summer Workshop						———

An advisory committee of teachers and administrators in vocational education provided input on the kinds of questions to be asked in the survey and was provided an opportunity to offer recommendations concerning the interpretation of the data collected.

There were seven major tasks completed in this research project. They were: 1) selection and implementation of an advisory committee, 2) selection of a sample, 3) development of the questionnaire and survey instruments, 4) surveying the populations, 5) analyzing the data, 6) writing the report, and 7) presenting the findings to the State Vocational Education Summer Workshop. The following is a brief discussion of how each task was accomplished.

Advisory Committee

An advisory committee of four individuals was formed to critique the research proposal and survey instruments, review the findings of the study, and provide input concerning conclusions and recommendations. Members of the Advisory Committee were Joan Smith, Director of Vocational Education, Westminster; Jan Cromwell, Assistant State Supervisor for Guidance and Counseling, State Board for Community Colleges and Occupational Education; Don Carson, Job Development and Placement Specialist, Arapahoe Community College; and Virginia Berry, Counselor, Cherry Creek Public Schools. The proposal and the proposed questionnaires were sent to each member of the Advisory Committee prior to the March 25 Advisory Committee meeting. Due to the late start for the project, it was found that some of the Advisory Committee members could not be at the formal meeting. However, each individual was given an opportunity to critique the instruments and the proposal, and provide those comments to the Project Director.

Definitions

It was necessary for this study to define a non-completer and a no-show student. For the purpose of this study, the non-completer was an individual, either a sophomore or a junior, who enrolled in a vocational education program and attended the vocational education courses for less than one half of the total time needed for completion of that program. A no-show was defined as an individual who initially enrolls in a

vocational education program, generally through a pre-registration process, and then fails to show up for class or for the program at the beginning of the school year.

Sampling

Two samples were drawn (one for non-completers and one for no-shows) in order to address the objectives of the study.

The sample for the no-shows was developed through on-site visits to the various schools throughout the state. The researcher interviewed counselors at area vocational schools and cooperating schools in order to identify students who had initially registered for a vocational education program, but had not shown up for the program. It was found that this problem did not exist in most vocational education programs throughout the state. Those schools that had no-shows were, in general, large independent school districts with an area vocational school or an independent skill center within the district. Districts such as Warren Vocational Center in Jefferson County, Westminster's Career Center, or Boulder Valley Area Vocational School were examples of the type of organizational structures experiencing no-shows as a problem.

It was found that much of the no-show problem was due to existing program registration procedures. Many of the area vocational schools enrolled students based on the number of slots available for each vocational education program. The area vocational school administration did not know the name of the student who would fill each slot or position until the first day of class. This type of registration procedure eliminated any problem of no-shows. It was only in the schools that pre-registered students by name for vocational education programs, where no-shows existed. One hundred no-shows were followed-up to identify the reasons why they failed to attend their scheduled vocational education program. Seventy of those surveyed responded.

The non-completer sample was drawn from a frame of non-completers of the 1978-1979 school year identified through the State Board for Community Colleges and Occupational Education's management information system. The researcher drew a systematic random sample of every fifteenth non-completer identified through the State Board's listing. The researcher omitted consumer homemaking students from the study, in that these

students are classified as a special case of vocational education students and did not appear to be compatible with the objectives of the study, in that program completion is defined differently. The researcher selected four hundred names from those non-completers listed in the SBCCOE files. Of these, the researcher was able to survey 350 of the students. Because of the late start (March), only limited cooperation was received from the Jefferson County Schools and therefore 50 of the 400 students originally selected were lost. Two hundred and seventeen responses were obtained, for a response rate of 62 percent.

Table 2 provides an anlaysis of the distribution of students by program areas for all secondary schools, the sample of non-completers drawn from the state's list of non-completers, and the respondents to the survey.

The percentages hold for the three groups across five of the program areas. It appears that business and office programs, in general, have fewer non-completers per enrollment and that trade and industrial programs have more non-completers per enrollment.

Also, the data show that students in trade and industrial and business and office programs may be under-represented by the respondents. There were 21.7 percent of the respondents who did not identify their program area.

Data Collection

Data were collected by several means. The primary strategy was to send student questionnaires along with a counselor questionnaire to the vocational director or school administrator asking him to distribute them in his school district. This method was used for all the smaller rural schools included in the sample. The researcher hand delivered the instruments for the large metropolitan schools gaining clearance from the administrators and working with the counselors to insure delivery of the follow-up questionnaires to the non-completers, and to further identify no-shows. Also, the researcher made personal visits to each area vocational school in the sample in order to deliver and obtain clearance for the student instruments.

Table 2
Comparison of the Number and Percent of Non-Completers
in the Sample by Program Size

SERVICE AREA	Enrollment by Service Area					
	State Secondary 78-79 Totals		78-79 Sample		78-79 Respondents	
	#	%	#	%	#	%
Agriculture	3,215	7.9	31	7.6	16	7.5
Marketing and Distribution	4,199	10.3	50	12.2	21	9.8
Health	497	1.2	3	0.7	2	0.5
Occupational Home Economics	2,147	5.3	14	4.1	12	5.5
Business and Office	19,245	47.4	155	38.0	54	24.9
Technical	1,462	3.6	16	3.9	6	2.8
Trade and Industrial	9,832	24.2	136	33.2	59	27.2
No Area Listed					47	21.7
TOTAL	40,597		405		217	

Questionnaire Development

Three questionnaires were used for the study. These questionnaires were combined with a second study to be completed by the Center for Education and Management dealing with the impact of area vocational schools. This strategy was taken in order to minimize the number of instruments which counselors and administrators would receive from the State Board for Community Colleges and Occupational Education. The instruments were constructed by the project director, reviewed by the Advisory Committee, and approved by the Supervisor for Research from the State Board. These instruments were mailed to the students and administrators in early April. All the administrators in the State received a questionnaire. All counselors in schools included in the student sample were also sent a questionnaire for their response. Copies of the three questionnaires are included in Appendix A.

Data Analysis

The analysis of the data is straightforward in that tabulation of student responses are provided in table form. The counselors' and administrators' responses are summarized and provided as they relate to the general questions of the study stated in Chapter One. An analysis pertaining to career education as it impacts non-completers was completed using a subset of the non-respondent and no-show sample. This subset for the most part excluded the students who had quit school. The researcher had difficulty locating those students who had dropped out of school, for their personal responses, and included only information on those students which was obtained from existing records. The small frequencies for the secondary analysis are due to the fact that many of the dropouts could not be located.

The data is displayed in three sections. The first section is a general presentation of the data from all students responding to the survey. The second section is an analysis of the data by type of vocational education program (local high school or area vocational school), and the third section is an analysis of the data for participants and non-participants of career education. Each analysis will provide the reader with information about non-completers and no-shows in separate tables and discussion. Table 3 provides the reader with a demographic profile of students listed as non-completers by the State Board for Community Colleges and Occupational Education management information system.

Table 3
Profile of Non-Completers of
Vocational Education Programs 1978-1979

	Programs									Sex		Ethnic				
	Ag	MD	Health	C & H	OH	BOE	Tech	T & I	Total	M	F	American Indian	Black	Oriental	Spanish Surnames	Caucasians
Non-Completers																
#	258	484	78	1633	137	1424	180	1186	5,380	2,517	2,863	14	226	45	915	4,180
%	4.9	9.2	1.5	30.9	2.6	27.0	3.4	22.5		46.8	53.2	.2	4.2	.8	.17	77.7
Total Enrollment																
#									69,177	27,573	41,604	751	3225	530	10,508	54,163
%										39.9	60.1	1.1	4.7	.8	15.2	78.3

Table 3
(Continued)

	Grade				Enrollment				Handicapped	Disadvantaged			Receiving Supplemental Services
	9	10	11	12	Home School	Other School	Coop	LESA		Economically	Academically	Both	
Non-Completers													
#	515	930	1768	2167	4092	1288	604	69	132	246	309	209	414
%	9.6	17.3	32.9	40.3	76.1	23.9	11.2	1.3	2.5	4.6	5.7	3.9	7.7
Total Enrollment													
#													
%									2.1	←----- 5.2 -----→			

In interpreting Table 3, it can be seen that the overall distribution of non-completers by service area was similar to that of the total population indicated in Table 2. In order to have compatible figures, the following are the adjusted percentages with consumer homemaking students removed from the non-completer data: agriculture, 6.9 percent; marketing and distribution, 12.9 percent; health, 2.1 percent; occupational home economics, 3.7 percent; business and office, 38.0 percent; technical, 4.8 percent; trade and industrial, 31.7 percent. These percentages follow the sample percentages provided in Table 2. Another indication from Table 2 is that a large percent of the students not completing programs are enrolled in programs in their home schools. This data is somewhat misleading for two reasons. First, the home school could also have been the area vocational school. This would be the case with the independent school district area vocational schools or where a school had a career center separate from the local high school. Second, if the figures were adjusted to remove the consumer homemaking students, which are almost all home high school students, the percentages would be 65.6 percent in a home high school and 34.4 percent contracted. Table 2 indicates 14.2 percent of those not completing vocational education programs have been designated as disadvantaged students. For the years 1978-1979, 5.2 percent of the total enrollment in occupational vocational education programs were identified as disadvantaged. The disadvantaged population has a higher proportion of non-completers than the population in general.

General Findings

There are two basic questions addressed through the research. The first is, "Why have non-completers and no-shows initially enrolled in vocational education programs?", and "What reasons do non-completers and no-shows give for dropping out of their vocational education programs?". Table 4 indicates the responses of the non-completers as to why they initially enrolled in a vocational education program. The two major reasons listed were: they wanted to see if they liked the occupation, and they felt that the program fit their career objectives. A third reason given was that they wanted to use the skill learned in the program for a hobby. Table 5 provides the responses for the no-show students

surveyed as part of this research. These students provided the same major reasons for initially enrolling in a program. They wanted to see if they liked the occupation, the program appeared to fit their career choice, and they wanted to use the skills learned in a hobby. There appears to be no difference between why no-shows and non-completers initially enrolled in a vocational education program.

Table 6 provides the data pertaining to why non-completers have dropped out of vocational education programs. The major reason given by students was that they had quit school. Approximately 50 percent of all those surveyed indicated this as a reason for dropping out of vocational education programs. In projecting this dropout percentage for the total number of non-completers, approximately 1,700 or 4.5 percent of the total population in secondary vocational education programs dropped out of school in 1978-1979. Comparing this to the state average (as reported by the Department of Education) of 9.8 percent, vocational education programs have a positive effect on lowering the school dropout rate. Another major reason listed for not completing vocational education programs was students moving out of the district. Seventeen point five percent of the students indicated they had moved, thereby leaving the program. Another significant reason given by 11.5 percent of the students was they didn't like doing most of the activities required by the program. Nine percent of the students stated they had schedule conflicts, and 8.3 percent of the students stated that vocational education programs weren't what they expected.

It would appear out of the major reasons given for dropping out of a vocational education program, the State Board for Community Colleges and Occupational Education and the local school districts can impact directly through counselor training, or in-school counseling approximately 20 percent of those not completing their vocational education program. The counselors interviewed, identified many of the students dropping out of vocational education programs to be the potential high dropout risk students (that are given a last chance) in a vocational education program. The data, however, indicates that vocational education programs throughout the state do not have a disproportionate number of these individuals.

Table 4
Percent and Frequency of Non-Completers' Reasons
for Taking a Vocational Education Program

Reason	Yes (A Reason)		Not Sure		Rank 1 = Most Freq.
	#	%	#	%	
I wanted to see if I liked the occupation.	50	83.3	0	0	1
Program fit my career choice.	29	48.8	9	15.0	2
I wanted to use the skills learned in the course for a hobby.	19	32.2	12	20.3	3
Liked the instructor.	17	28.3	3	5.0	4
It appeared to be an easy program.	15	24.0	6	10.0	5
My friends were taking the program.	12	20.0	2	3.3	6
Parents wanted me to.	12	19.7	6	9.8	7
Guidance counselor told me to.	9	15.0	2	3.3	8
Was the only course available.	3	5.0	1	1.7	9

Table 5
Percent and Frequency of No-Shows' Reasons
for Enrolling in a Vocational Education Program

Reason	Yes (A reason)		Not Sure		Rank 1 = Most Freq.
	#	%	#	%	
I wanted to see if I liked the occupation.	34	81.0	3	7.1	1
I wanted to use the skills learned in the course for a hobby.	23	56.1	5	12.2	2
Program fit my career choice.	19	44.2	8	18.6	3
My friends were taking the course.	10	23.8	3	7.1	4
Liked the instructor.	9	22.0	1	2.4	5
Parents wanted me to.	9	20.9	0	0	6
Guidance counselor told me to.	6	14.0	0	0	7
It appeared to be an easy course.	3	7.1	5	11.9	8
Was the only course available.	2	4.8	2	4.8	9

Table 6
Frequency and Percents of Reasons Non-Completers
Gave for Dropping Out of Their Vocational Education Programs

Reason	Frequency	Percentage
Never enrolled.	7	3.2
ACADEMIC		
Poor grades in most subjects.	7	3.2
Do not have the required skill in the areas of reading and math.	5	2.3
*Found I didn't like doing most of the activities required by the program.	25	11.5
Had to finish general education and graduation requirements before taking vocational education program.	7	3.2
Conflict with the instructor.	13	6.0
*Scheduling conflict.	20	9.0
Irregular attendance—too many absences.	14	6.5
Discouragement with school.	9	4.1
Grades first year/semester too low to continue.	6	2.8
Unable to get vocational education program of choice.	2	0.9
Had to spend too much time on bus, coming and going, to take required courses and vocational education course.	5	2.3
*Vocational education program wasn't what I expected.	18	8.3
EMPLOYMENT		
Scheduling conflict between job and studies.	8	3.7
Accepted a job.	7	3.2
Needed a job to continue school.	1	0.5
Entered military service.	0	0
FINANCIAL		
Lacked money to continue school.	1	0.5
Transportation to the vocational school was unavailable.	2	0.9

Table 6
(Continued)

Reason	Frequency	Percentage
Needed to help support family.	3	1.4
PERSONAL CIRCUMSTANCES		
Vocational education program was too time consuming.	9	4.1
Home responsibilities too great.	8	3.7
Vocational program interfered with athletics, band, etc.	7	3.2
*Moved out of the school district.	38	17.5
Health reasons	3	1.4
Illness or death in the family.	2	0.9
*Quit school	108	49.8
Could not arrange for children.	0	0
I was treated unfairly.	9	4.1
I did not get along with the other students in the vocational education program.	5	2.3
My friends were taking another program.	4	1.8
I changed to another vocational education program.	15	6.9

* = Five most frequent reasons.

Table 7 provides the analysis of the reasons no-shows gave for dropping out of their vocational education program. It was found that 37.1 percent of the students moved out of the school district. This was the major reason for no-shows in the program. Other reasons given were: students had schedule conflicts, students found they didn't like doing most of the activities required by the program, and students found that vocational education programs weren't what they expected. (Some of the responses indicate the student may have obtained further information or experience after pre-registration). It would appear that major efforts in the area of career education and career guidance could substantially decrease the number of students not showing up (no-shows) for vocational education programs.

It must be noted that no-shows are not a statewide problem, in that only a few independent area vocational schools appeared to pre-register students in a fashion that would allow no-shows to be identified. Most other schools allocated slots to cooperating schools and it was up to the counselor of the participating school to fill those slots with students. In interviewing the counselors from cooperating school districts with the responsibility of filling slots, there appeared to be no problem in meeting the quota and that through whatever registration process the school happened to use, the appropriate number of students were assigned to various programs at area vocational schools.

School Type

The reason for students dropping out or not showing up for vocational education programs was also viewed by the type of school offering the vocational education program. Local high school programs were compared against area vocational school programs. For the non-completers, the major reasons given by students participating in local high school programs were: (1) they found that they didn't like doing most of the activities required in a program, (2) they had schedule conflicts, and (3) the vocational education program wasn't what they expected. The student responses are listed in Table 8. On the other hand, students enrolled in area vocational school programs indicated that poor grades in most subjects, and vocational education programs not being what they expected, were the major reasons for dropping out of vocational education programs.

Table 7
Frequency and Percent of Reasons No-Shows
Gave for Dropping Out of Their Vocational Education Program

Reason	Frequency	Percentage
ACADEMIC		
Poor grades in most subjects.	5	7.1
Did not have the required skill in the areas of reading and math.	4	5.7
*Found I didn't like doing most of the activities required by the program.	12	17.1
Had to finish general education and graduation requirements before taking vocational education program.	5	7.1
Conflict with instructor.	7	10.0
Transferred to another school in the district.	2	2.9
*Scheduling conflict.	16	22.9
Irregular attendance—too many absences.	8	11.4
Discouragement with school.	6	8.6
Grades first year/semester too low to continue.	1	1.4
Unable to get vocational education program of choice.	3	4.3
Had to spend too much time on bus, coming and going, to take required courses and vocational education course.	7	10.0
*Vocational education program wasn't what I expected.	11	15.7
EMPLOYMENT		
*Scheduling conflict between job and studies.	9	12.9
*Accepted a job.	9	12.9
Needed a job to continue school.	5	7.1
Entered military service.	0	0

Table 7
(Continued)

Reason	Frequency	Percentage
FINANCIAL		
Lacked money to continue school.	2	2.9
Transportation to the vocational school was unavailable.	4	5.7
Needed to help support family.	0	0
PERSONAL CIRCUMSTANCES		
Vocational education program was too time consuming.	8	11.4
Home responsibilities too great.	3	4.3
Vocational program interfered with athletics, band, etc.	6	8.6
*Moved out of the school district.	26	37.1
Health reasons	2	2.9
Illness or death in the family.	0	0
Quit school.	3	4.3
Could not arrange for childcare.	0	0
I was treated unfairly.	7	10.6
I did not get along with the other students in the vocational education program.	2	2.9
My friends were taking another program.	1	1.4
I changed to another vocational education program.	3	4.3

* = Five most frequent responses.

There appears to be an indication that in-school schedule conflicts are a significant problem for students enrolling in local high school vocational education programs. This is in part due to the fact that many vocational education programs require at least a two-hour block of time and therefore, it would conflict with other choices offered during those two hours whether they be required or elective subjects.

Table 9 indicates the reasons why no-shows who had initially enrolled in a vocational education program did not show up for class, by type of school offering the program. There appears to be no predominant reason found for no-shows who enrolled in local high school programs to not show up. However, schedule conflict was the reason provided by approximately 52 percent of the no-shows for area vocational schools. In interviewing the counselors at several area vocational schools experiencing a problem with no-shows, it was indicated that the major strategy used for minimizing no-shows was a summer follow-up of all the students pre-enrolled in a vocational education program. This follow-up was generally completed by telephone. A question one might ask is, "To what extent is the no-show problem a typical one for any other elective program or course in a public school?"

One conclusion that can be drawn is that the reasons provided for not attending or not completing a vocational education program are different for no-shows than for non-completers. Also, there are some differences between why students in area vocational schools versus local high schools do not complete or show up for vocational programs.

The third analysis looked at the subsample of the individuals experiencing career education and responding to the survey. Tables 10 and 11 indicate the type of career education experiences no-shows and non-completers participated in.

Career education non-completers who were surveyed indicated the major treatments in career education programs were: practicing job skills, reading and researching various jobs, use of career information systems, and taking of interest tests.

Table 8
Major Reasons Non-Completers did not Complete
Their Vocational Education Program by Type of School

Reason	Type of School			
	Local High School		Area Vocational School	
	#	%	#	%
*Poor grades in most subjects.	8	18.6	5	38.5
Poor math and reading skills	5	11.6	0	0
*Found they didn't like doing most of the activities required by the program.	21	48.8	4	28.5
Had to finish general education and graduation requirements before taking vocational education programs.	5	11.4	3	21.4
Conflict with the instructor.	11	25.0	4	28.6
Transferred to another school in the district.	2	4.5	2	14.3
*Scheduling conflict.	16	36.3	4	28.6
*Irregular attendance—too many absences.	12	29.5	4	28.6
Discouragement with school.	9	20.5	1	7.1
Grades first year/semester too low to continue.	5	11.4	4	28.6
Unable to get vocational education program of choice.	4	9.1	1	7.1
Had to spend too much time on bus, coming, and going, to take required courses and vocational education course.	4	9.1	2	14.3
*Vocational education program wasn't what I expected.	16	36.4	6	42.9
EMPLOYMENT				
Scheduling conflict between job and studies.	8	18.2	1	7.1
Accepted a job.	5	11.4	2	14.3
Needed a job to continue school.	2	4.5	0	0
Entered military service.	0	0	0	0

(Continued)
Table 8
Major Reasons Non-Completers did not Complete
Their Vocational Education Program by Type of School

Reason	Type of School			
	Local High School		Area Vocational School	
	#	%	#	%
FINANCIAL				
Lacked money to continue school.	1	2.2	0	0
Transportation to the vocational school was unavailable.	0	0	2	14.3
Needed to help support family.	2	4.5	1	7.1
PERSONAL CIRCUMSTANCES				
Vocational education program was too time consuming.	7	15.9	2	14.3
Home responsibilities too great.	6	13.6	2	14.3
Vocational program interfered with athletics, band, etc.	5	11.4	2	14.3
Moved out of the school district.	4	9.1	2	14.3
Health reasons.	2	4.5	1	7.1
Illness or death in the family.	1	2.3	0	0
Quit school.	7	15.9	4	28.6
Could not arrange for childcare.	0	0	0	0
I was treated unfairly.	7	15.9	2	14.3
I did not get along with the other students in the vocational education program.	5	11.4	2	14.3
*I changed to another vocational education program.	11	25.0	3	21.4
My friends were taking another program.	5	11.4	0	0

* = Six most frequent responses.

Table 9
Major Reasons No-Shows did not Attend Class
After Initially Enrolling in a Vocational Education Program

Reason	Type of School			
	Local High School		Area Vocational School	
	#	%	#	%
ACADEMIC				
Poor grades in most subjects.	1	5.5	4	14.8
Did not have the required skill in the areas of reading and math.	2	11.1	4	14.8
*Found I didn't like doing most of the activities required by the program.	4	22.2	10	37.0
Had to finish general education and graduation requirements before taking vocational education program.	3	16.7	4	14.8
Conflict with the instructor.	3	16.7	4	14.8
Transferred to another school in the district.	1	5.5	1	3.7
*Scheduling conflict.	3	16.7	14	51.9
*Irregular attendance—too many absences.	5	27.8	4	14.8
Discouragement with school.	0	0	7	25.9
Grades first year/semester too low to continue	1	5.5	1	3.7
Unable to get vocational education program of choice.	1	5.5	3	11.1
Had to spend too much time on bus, coming and going, to take required courses and vocational education course.	1	5.5	7	25.9
*Vocational education program wasn't what I expected.	5	27.8	7	25.9
EMPLOYMENT				
Scheduling conflict between job and studies.	3	16.7	5	18.5
*Accepted a job.	4	22.2	5	18.5

Table 9
(Continued)

Reason	Type of School			
	Local High School		Area Vocational School	
	#	%	#	%
Needed a job to continue school.	3	16.7	2	7.4
Entered military service.	0	0	0	0
FINANCIAL				
Lacked money to continue school.	1	5.5	1	3.7
Transportation to the vocational school was unavailable.	2	11.1	2	7.4
Need to help support family.	0	0	0	0
PERSONAL CIRCUMSTANCES				
Vocational education program was too time consuming.	3	16.7	7	25.9
Home responsibilities too great.	0		5	18.5
Vocational program interfered with athletics, band, etc.	4	22.2	4	14.8
Moved out of the school district.	1	5.5	2	7.4
Health reasons.	1	5.5	1	3.7
Illness or death in the family.	0		0	0
Quit school.	0		3	11.1
Could not arrange for childcare.	0		0	0
I was treated unfairly.	1	5.5	7	25.9
I did not get along with the other students in the vocational education program.	1	5.5	1	3.7
My friends were taking another program.	0		2	7.4
I changed to another vocational education program.	2	11.1	2	7.4

* = Five most frequent responses.

Table 10
Frequency and Percent of Non-Completer
Participation in Various Types of Career Education Experiences

Experiences	Frequency	Percentage
Job interview	13	30.2
Use of career information system	14	32.6
Interest test	18	41.9
Developed career plan	8	20.0
Practiced some job skills	22	50.0
Attended a career day	14	35.0
Visited a business	8	20.5
Read about and researched various jobs	20	47.6

Table 11
Frequency and Percent of No-Shows Participating
in Various Types of Career Education Experiences

Experiences	Frequency	Percentage
Job interview	9	28.1
Use of career information system	14	43.8
Interest test	12	37.5
Developed career plan	3	9.4
Practiced some job skills	13	40.6
Attended a career day	5	15.6
Visited a business	9	28.2
Read about or researched various jobs	14	43.8

Total Response: 32

Career Education Non-Completers

In looking at the question, "To what extent has participation in career education affected students' decision-making concerning occupational education?", forty-one students indicated they participated in career education and twenty-three students indicated that they did not participate in career education. The following analysis dealing with career education was based upon these four cases.

The two most frequent treatments utilized for those participating in career education were: practice of some type of skill, and providing an opportunity to read and research about careers. Also, students participating in career education were provided opportunities to complete interest inventories and aptitude tests.

Fifty-eight point five percent of the students who had participated in career education felt they were aware of the working conditions of jobs served by the vocational education program which they took. On the other hand, 69.6 percent of the students not participating in career education felt they were aware of the working conditions of jobs served by the vocational education program which they took. Twenty-two percent of the participants in career education stated they would enter employment directly out of school, whereas 26.1 percent of the non-participants in career education felt they would enter employment directly out of high school.

It is important to examine the reasons why students initially enrolled in a vocational education program. Do students with career education enroll in vocational education programs for significantly different reasons than students not participating in career education programs? Table 12 provides data indicating the major reasons why non-completers enrolled in vocational education programs.

The three major reasons why students took vocational education were: to see if they liked the occupation, the program fit their career choice, and they wanted to use the skills learned in the program for a hobby. A significant number of students not participating in career education took a vocational education program because of their parents' influence. For the most part, the reasons for choosing a vocational education program were similar for student participants and non-participants of career education.

Table 12
Reasons Students (Non-Completers) Participating in Career Education (CE) and not Participating in CE, did not Complete Their Vocational Education Program

Reasons for Taking VE Programs	Students Participating in CE		Students Not Participating in CE	
	#	%	#	%
Programs fit my career choice	24	58.6	14	60.9
Parents wanted me to	8	19.5	10	43.4
Was the only course available	3	7.3	1	4.3
Liked the instructor	14	34.1	6	26.1
My friends were taking the course	10	24.4	4	17.3
It appeared to be an easy course	15	36.6	6	26.1
Guidance counselor told me to	6	14.6	5	21.7
I wanted to use the skills learned in the course for a hobby	21	51.3	10	43.4
I wanted to see if I liked the occupation	35	85.4	15	65.2

Table 13 provides data pertaining to the reasons why non-completers dropped out of vocational education programs. This information is presented for participants and non-participants in career education. There appears to be no significant difference between these two groups in their reasons for not completing their vocational education program. The major reasons given by both groups were that: they didn't like most of the activities required in a program, the vocational education program wasn't what they expected it to be, and they had scheduling conflicts. In a few cases, the students having had career education did respond more positively. Specifically, a larger percentage of those students not experiencing career education did not complete their vocational education program because: (1) it was too time consuming, (2) grades in the first year were too low, and (3) they didn't get along with other students.

Table 13
Reasons Why Non-Completers Dropped Out of Their Vocational Education Program, by Career Education Experience

Reason	Students Participating in CE		Students Not Participating in CE	
	#	%	#	%
ACADEMIC				
Poor grades in most subjects.	8	19.6	5	21.7
Did not have the required skill in the areas of reading and math.	4	9.8	1	4.3
*Found I didn't like doing most of the activities required by the program.	17	41.5	9	39.2
Had to finish general education and graduation requirements before taking vocational education program.	7	17.1	2	8.7
Conflict with the instructor.	10	24.4	5	21.7
Transferred to another school in the district.	4	9.8	1	4.3
*Scheduling conflict.	14	34.1	6	26.0
*Irregular attendance—too many absences.	12	29.2	4	17.3
Discouragement with school.	7	17.1	3	13.0
Grades first year/semester too low to continue.	4	9.8	5	21.7
Unable to get vocational education program of choice.	2	4.8	3	13.0
Had to spend too much time on bus, coming and going, to take required courses and vocational education course.	3	7.3	3	13.0
*Vocational education program wasn't what I expected.	13	31.7	9	39.1
EMPLOYMENT				
Scheduling conflict between job and studies.	7	17.0	2	8.7
Accepted a job.	3	7.3	4	17.4
Needed a job to continue school.	1	2.4	1	4.3
Entered military service.	0	0	0	0
FINANCIAL				
Lacked money to continue school.	0	0	1	4.3

Table 13
(Continued)

Reason	Students Participating in CE		Students Not Participating in CE	
	#	%	#	%
Transportation to the vocational school was unavailable.	1	2.4	1	4.3
Needed to help support family.	2	4.9	1	4.3
PERSONAL CIRCUMSTANCES				
Vocational education program was too time consuming.	4	9.7	5	21.7
Home responsibilities too great.	6	14.6	2	8.7
Vocational program interfered with athletics, band, etc.	5	12.2	2	8.7
Moved out of the school district.	5	12.2	2	8.7
Health reasons.	2	4.9	1	4.3
Illness or death in the family.	1	2.4	0	0
Quit school.	7	17.1	4	17.4
Could not arrange for childcare.	0	0	0	0
I was treated unfairly.	5	12.2	4	17.4
I did not get along with the other students in the vocational education program.	2	4.8	5	21.7
My friends were taking another program.	4	9.7	1	4.3
*I changed to another vocational educational program.	11	26.8	4	17.4

* = Five most frequent responses.

It would appear that career education experiences which students have identified as participating in, have only slightly impacted the students' decisions for entering and leaving vocational education programs. The data indicate that students participating in career education programs drop out of their vocational education program for reasons similar to those of students who have not participated in career education programs.

Career Education No-Shows

In analyzing the data for no-shows based upon those students participating in career education experiences and those perceiving not to have participated in formal career education experiences, the following was indicated. Twenty-three of the students responding to the survey stated they had participated in a career education experience, whereas 21 of the respondents indicated that they had not participated in a career education experience. For the 23 students having participated in career education, the following types of activities were recorded. Nine students or 28.1 percent of the respondents had completed some type of job interview procedure (Table 11). Fourteen students or 43.8 percent of the sample, indicated that they had used some type of career information system as part of the career education experience. Twleve students or 37.5 percent stated they had taken some type of interest inventory or career awareness test. Three students or 9.4 percent of the respondents, indicated they had completed a career plan as part of their career education experience. Thirteen students or 40.6 percent of the sample indicated they had participated in some type of skill training. Five students or 15.6 percent of the respondents indicated they had attended career day. Nine students or 28.2 percent indicated they had visited one or more businesses of interest. Fourteen students or 43.8 percent indicated they had either read or researched various careers as part of their career education class.

Of those students participating in career education, 52 percent were enrolled in vocational education programs at local high schools, and 48 percent were from area vocational schools. Sixty-one percent of the students participating in career education stated they knew what career or occupation they wanted to pursue after high school, and 67 percent of those individuals not participating in career education experience

stated they knew what career they wanted to pursue after high school. Of those (no-shows) individuals participating in career education, 22 percent felt they were going to enter the work force immediately after graduation, and 33 percent of those students not participating in career education felt they would enter the work force immediately upon graduation from school.

There was little difference in how participants and non-participants in career education perceived working conditions of the jobs in the vocational education program they intended to enter. Eighty-six percent of the non-participants in career education felt they were aware of those job conditions.

Table 14 provides the reader with an analysis of why no-shows enrolled in vocational education programs. Table 14 is broken out by those individuals participating in career education versus those individuals not participating in career education. There appears to be very few differences between participants and non-participants in career education regarding the major reasons given for taking a vocational education program. The number one reason given was, "I wanted to see if I liked the occupation." The second most popular reason given by both groups was, "I wanted to use the skill learned in the course for a hobby." And a third reason for taking vocational education programs indicated by both groups was, "The program fit my career choice." It would appear from the data that career education programs, as they existed, did not significantly influence the reasons for taking a vocational education program.

The major reason given for students not showing up for the vocational education program by those participating and not participating in career education programs are provided in Table 15. Participants in career education indicated important reasons for dropping the programs. These reasons were: (1) schedule conflicts (academic), (2) accepting a job, (3) wasn't what they expected, (4) vocational education programs interfered with athletics, band, etc., and (5) vocational education programs appeared to be too time consuming. On the other hand, non-participants in career education indicated scheduling conflicts, did not like most of the activities required by the program, and irregular attendance were major reasons for not attending vocational education programs.

Table 14
Reasons Students, (No-Shows) Participating in Career Education and not Participating in Career Education, did not Attend a Vocational Education Program After Initially Enrolled

Reason	Students Participating in CE		Students Not Participating in CE	
	#	%	#	%
Program fit my career choice	10	43.5	8	38.1
Parents wanted me to	7	30.4	2	9.5
Was the only course available	1	4.3	3	14.4
Liked the instructor	4	17.4	6	28.6
My friends were taking the course	7	30.4	6	28.6
It appeared to be an easy course	4	17.4	4	19.0
Guidance counselor told me to	4	17.4	2	9.5
I wanted to use the skills learned in the course for a hobby	14	61.8	13	61.9
I wanted to see if I liked the occupation	19	82.6	17	81.0

Table 15
Reasons No-Shows Provided for not Attending
Vocational Education Programs

Reason	% of Students Participating in CE	% of Students Not Participating in CE
Scheduling conflicts (academic).	34.8	42.7
Accepted a job.	30.4	
Vocational education program wasn't what I expected.	30.4	33.3
Found I did not like most activities required by the program.	30.4	38.1
Vocational education program was too time consuming.	26.1	
Scheduling conflict between job and studies.	21.7	23.8
Vocational program interfered with athletics, band, etc.	21.7	
Had to finish general education and graduation requirements before taking a vocational education program.	17.4	
Conflict with instructor.	17.4	
Had to spend too much time on bus.	17.4	
Needed a job to continue school.	17.4	
Irregular attendance.		33.4
I was treated unfairly.		33.3
Discouragement with school.		23.8

Table 16 provides the reader with a summary of the student responses. In general, it would appear that participation in career education has made slight differences in how students (no-shows) choose vocational education programs and why they do not participate in vocational education programs once enrolled.

Table 16
Reasons Why Students did not Attend
Vocational Education Programs After Initial Enrollment
by Career Education Experience

Reason	Participants		Non-Participants	
	#	%	#	%
ACADEMIC				
Poor grades in most subjects.	2	8.7	4	19.1
Did not have the required skill in the areas of reading and math.	3	13.0	3	14.3
*Found I didn't like doing most of the activities required by the program.	7	30.4	8	38.1
Had to finish general education and graduation requirements before taking vocational education program.	4	17.4	3	14.3
Conflict with instructor.	4	17.4	3	14.3
Transferred to another school in district.	0	0	2	9.5
*Scheduling conflict	8	34.8	9	42.7
Irregular attendance--too many absences.	2	8.7	7	33.4
Discouragement with school.	2	8.7	5	23.8
Grades first year/semester too low to continue.	1	4.3	1	4.8
Unable to get vocational education program of choice.	1	4.3	3	14.3
Had to spend too much time on bus, coming and going, to take required courses and vocational education courses.	4	17.4	4	19.1
*Vocational education program wasn't what I expected.	7	30.4	7	33.3
EMPLOYMENT				
*Scheduling conflict between job and studies.	5	21.7	5	23.8
Accepted a job.	7	30.4	2	9.5

Table 16
(Continued)

Reason	Participants		Non-Participants	
	#	%	#	%
Needed a job to continue school.	4	17.4	1	4.8
Entered military service.	0	0	0	0
FINANCIAL				
Lacked money to continue school.	1	4.3	1	4.8
Transportation to the vocational school was unavailable.	3	13.0	1	4.8
Needed to help support family.	0	0	0	0
PERSONAL CIRCUMSTANCES				
*Vocational education program was too time consuming.	6	26.1	4	19.0
Home responsibilities too great.	3	13.0	3	14.3
Vocational program interfered with athletics, band, etc.	5	21.7	2	9.5
Moved out of the school district.	0	0	3	14.3
Health reasons.	1	4.3	1	4.8
Illness or death in the family.	0	0	0	0
Quit school.	0	0	3	14.3
Could not arrange for childcare.	0	0	0	0
I was treated unfairly.	1	4.3	7	33.3
I did not get along with the other students in the vocational education program.	1	4.3	1	4.8
My friends were taking another program.	1	4.3	1	4.8
I changed to another vocational education program.	2	8.7	2	9.5

* = Five most frequent responses.

Counselor Survey

The following summarizes the responses of counselors for the no-show and non-completer surveys. Each question asked is stated and then summarized.

1. How are students selected for vocational education programs in your school?

Counselors responding to the survey generally felt students were selected or accepted based on their stated interest. Some counselors indicated they assisted students in course selection. Some programs with low student/teacher ratio required that students formally apply and be interviewed. Another means of selection included teacher recommendations based on student interest and past student performance in course work and attendance. Some schools indicated parents were involved in making the decisions.

2. How are students selected for vocational education programs in area vocational schools?

Nearly three-fourths of the counselors surveyed listed a formal selection process involving established criteria and a screening process. Additional input for selection was provided by teachers and counselors. Aptitude tests and interest inventories were also mentioned as aids in the selection process. Some of those counselors surveyed indicated that students must complete an application and be interviewed. The selection process generally had the following elements: (1) student interest, (2) teacher recommendation, (3) counselor recommendation, and (4) occupational objectives or career goals. Other areas considered in selecting students were: attendance, grades, parent permission, various testing, and age or grade level.

3. Do students receive any career education experience prior to enrolling in a vocational education program?

Most counselors indicated some kind of career education programs were provided at the junior high level. Some counselors mentioned that their school districts provided a career education or career awareness program at the tenth and eleventh grade levels. Many of the counselors considered interest inventories and other testing as career education experience. An overall view of the responses to this question, as seen

by this researcher, is that there are very few career education programs or career education experiences made available at the secondary level.

4. Are students provided with any testing services?

Nearly all counselors surveyed responded that testing was provided for vocational students. Some of the tests for these students were: GATB (General Aptitude Testing Battery), KUDER (preference inventory), TAP (Talent Assessment Program) (Talent Aptitude Test), OVIS (Ohio Vocational Interest Survey), CTBS (California Test of the Basic Skills), Stanford Test of Basic Skills, Harrington O'Shea Interest Inventory, Strong-Campbell Interest Inventory, Career Assessment Inventory Test, and the Armed Services Vocational Aptitude Battery.

5. Describe the types of students in vocational education programs.

This question provided a wide variety of responses. Some generalities however, included: (1) vocational students seem to be more goal-oriented and concerned with their future; and (2) vocational students are not as academically inclined as other students. Many counselors felt their vocational programs consisted of all types of students; the basic cross-section of the entire student body. They felt vocational students couldn't be labeled or identified as being different. Some felt that vocational students were those students who were not college bound.

6. Do you have any communication with counselors or job development specialists at the AVS?

Most counselors surveyed indicated that they had communication with the counselors and job development specialists at the area vocational schools. Much of the communication is done by telephone, some by mail, and some in person.

7. What are the major reasons students enroll in vocational education programs?

When asked what are the major reasons students enroll in a vocational education program, a majority of the counselors surveyed felt that students enrolled in order to prepare for a career of their choice. They felt students were interested in a particular area and wanted training. Some of the counselors responded that the students took vocational education programs to avoid academic courses or to "take the easy way out."

8. What are the major reasons students do not complete a vocational education program once they start it?

A majority of the counselors surveyed gave "loss of interest," or "changing career objectives" as the major reason students did not complete vocational education programs. Some counselors indicated that students who dropped out of a vocational education program often dropped out of school completely. Other reasons given for students not completing a vocational education program include: students accepting employment, scheduling conflicts, and students discovering that the program wasn't really what they wanted.

Administrator Survey

The administrators were asked what they felt were the major reasons why students enrolled in vocational education programs. In general, the administrators perceived students' enrollment in vocational education programs as a means to gain job entry skills or to pursue a career interest. There were a few administrators who felt most students enrolled for exploration purposes.

The major reasons given by the administrators for students not completing their vocational education programs were: lack of interest, and change in career goals. Other reasons stated by several administrators (Table 17) were: lack of attendance, schedule conflicts, program wasn't what a student expected, inadequate career planning and counseling on the part of the school, and program requiring too much of the students' time.

The administrators appeared to feel that students with poor attendance in vocational education programs had poor attendance problems for all activities. The schedule conflicts included conflicts with athletics, other classes, and extracurricular activities. Also there was some indication of schedule conflicts with outside jobs. Many of the administrators felt the students who dropped out of vocational education programs were not as mature, motivated, or interested in their future as the average student in school.

Table 17 provides the reader with a comparison of administrators' and counselors' perceptions of why students don't complete their vocational education programs. The counselors' perceptions are more in

line with the information collected by the student survey. However, administrators also felt that "lack of interest" was a major reason for students not completing a vocational program.

Table 17
Reasons Administrators and Counselors List as to Why Students do not Complete Their Vocational Education Programs

Reason	Administrators' Frequency	Counselors' Frequency
Poor attendance	9	3
Completed high school requirements	5	8
Family problems	3	9
Move from district	2	12
Change goals	11	2
Failure in program	3	0
Lack of interest	15	1
Conflict with instructor	3	9
Transportation	3	9
Program was not what was expected	7	5
Schedule conflict	8	4
Inadequate career planning and counseling	7	5
Dropped out of school	2	12
Too much time required	7	5

Conclusions and recommendations in this study have been drawn based upon the questions presented earlier in the report. Non-completers and no-shows are handled as subsections of this chapter.

Non-Completers - Summary

1. What are the demographic characteristics for non-completers?

The profile for non-completers in terms of ethnic origin, sex, and grade, for the most part, parallel that of the general enrollment in vocational education. There appeared to be a higher percentage of males

who were non-completers as compared to the overall enrollment in secondary vocational education programs. The comparison of non-completers and total enrollment of secondary vocational education programs by ethnic origin was similar in distributions. Further, the percent of designated handicapped students not completing their program was similar to the overall percentage of handicapped students enrolled in vocational education programs. One major difference in the profiles was that only 5.2 percent of the students enrolled in vocational education programs were designated as disadvantaded; whereas, 14.2 percent of the students identified as non-completers were designated as disadvantaged (economic or academically disadvantaged or both). Additional special programs may be needed to reduce the high percentage of disadvantaged students who drop out of vocational education programs.

2. What types of programs do non-completers leave?

The study indicated that for the most part, non-completers were equally distributed among the various program areas. There were slightly fewer non-completers in business and office programs, and slightly more non-completers for trade and industrial programs. This may be in proportion to the general male/female dropout ratio, whereas, with the business and office program being predominantly a female program, there should have been a lower dropout rate. On the other hand, the trade and industrial program has had a predominantly higher male enrollment.

3. What type of delivery systems are used in programs affected by non-completers?

The data indicate there are more non-completers in local high school programs than in area vocational school programs. There appears to be a more formal selection process implemented for choosing students for area vocational programs and these processes appear to influence the number of non-completers in a particular program.

4. What are the major reasons students offer for not completing a vocational education program?

The predominant reason offered was that the students had dropped out of school entirely. This information coupled with many of the counselors' comments about the types of students scheduled into vocational

education programs indicated that school dropouts would be expected. The survey established that approximately 4.5 percent of 1,850 students from secondary vocational education programs dropped out of school. This, compared to 9.6 percent for the statewide average, indicates that although dropping out was a major reason for non-completers, the vocational education programs do have better holding power than the general school programs. Other reasons for students leaving programs included: (1) moving and (2) expectations for the program not being met. It appears that explicit treatment may be provided by the vocational educators for approximately 25 percent of the non-completers. It is felt that the general dropout problem is an area which the school must address across all programs and moving is a reason that cannot be addressed. This would mean that approximately 925 students statewide could be affected by a treatment. If the average cost of a student's program were $1,500 and if a successful treatment could remediate at least 50 percent of the individuals involved, it would mean a savings of $690,000 statewide.

The administrators felt that the major reason students did not complete a program was their lack of interest or motivation. Further, the administrators appeared to agree that this type of student was generally prone to drop out and probably would not complete any program offered through the school.

5. What type of counseling and guidance processes are used in schools with programs showing high no-shows and non-completers?

The sample indicated that the non-completer problem was similar for all local high schools included in the sample. The guidance and counseling procedures varied from school to school. There were schools with very structured, rigid selection criteria for students entering into vocational education programs and others that enrolled students on a first-come, first-served basis. Also, various schools had career education programs with components such as job interviewing, career planning, reading and researching about careers, etc. These programs appeared not to have a significant influence on why students enrolled in particular vocational education programs or why they did not complete the program once enrolled.

The administrators, in several of the schools involved in the study, felt that a major cause for non-completers was weak guidance and counseling services. It was also observed through site visits that many of the

counselors in the schools assigned the task of career counseling did not have the training or philosophy necessary to provide comprehensive career counseling. Some of the counselors interviewed were involved with many administrative tasks which precluded time for career counseling.

6. What types of career education/pre-vocational experiences do non-completers have?

Approximately 10 percent of the non-completers felt they experienced career education activities. In comparing the students with career education experiences to those individuals stating they had not experienced career education, the researcher found no significant differences between their responses as to why they enrolled in a vocational education program or why they dropped out of their vocational education program.

Conclusions--Non-Completers

The major conclusions for the non-completer study were:

(1) The non-completer problem can only be partially addressed by treatments delivered by vocational education. This is primarily due to the major reasons why students do not complete programs (moving out of district and dropping out of school).

(2) Improved guidance and counseling, and career education processes could impact approximately 25 percent of individuals indicated as being non-completers.

(3) A number of individuals were identified as non-completers through the State Board data file (VE 135) which were in fact miscoded. These individuals were predominantly (9.0100) consumer and homemaking (1,555 or 30 percent) students. The survey indicated that approximately 1 percent of the students did in fact complete the program or that they never enrolled in the program. They are all possibly coding errors.

(4) Increased in-service and pre-service training for career and vocational guidance counselors may provide some remediation to the non-completer problem.

(5) Career education as it is presently implemented in the schools appears to have little or no impact on non-completers.

(6) There is no significant relationship between the type of program a student enrolls in and the probability of the student not completing that program.

(7) There is a lower rate of non-completion in area vocational school programs than in home high school programs.

(8) Selection processes for students entering into vocational education programs appear to have an influence on students' completion of vocational education programs. It was found that the selection processes varied from a student's choice of interest, through a regular scheduling process, to an extensive interviewing and testing process.

(9) If a student is disadvantaged, he/she is more likely to be a non-completer.

Recommendations--Non-Completers

The following recommendations are seen as suggestions for reducing the number of non-completers. Some of the recommendations may go beyond the scope of the vocational educator's responsibility; because dropping out is the major reason students do not complete the program, it is seen that, in some cases, cooperative action would be necessary.

(1) It is recommended that a formal selection process be developed for each program area to be used by guidance counselors in the various school districts. This screening and selection process could be developed jointly by the counselor and teachers in the various service areas.

(2) An effort should be made through the local directors to influence the selection of guidance counselors in the local schools to insure that at least one guidance counselor has a career education/occupational education guidance counseling emphasis. And further, that once this counselor has been appointed he/she is provided with adequate time to provide necessary services to the students.

(3) The State Board for Community Colleges and Occupational Education should take the initiative to explore, with the State Department of Education, alternatives for addressing the dropout problem. As part of this initiative, research needs to be done to specifically identify the types of sutdents who drop out of school, to identify the reasons why they drop out of school, and to develop recommendations and prescriptions for providing these students with alternative educational opportunities and educational remediation in order to reduce the dropout rate in total. Further, specific dropout prevention programs should be developed and implemented for vocational education students.

(4) Further study needs to be completed in terms of the impact of career education on the population of both no-shows and non-completers. The study of the non-completer population showed no significant difference between students participating in career education experiences and not participating in career education experiences in terms of their responses as to why they enrolled and why they dropped out of a vocational education program. A more appropriate study would be to compare the non-completers to completers in terms of how career education experiences might have impacted the students. In this case, completion status would be used as the criterion variable for successful career education programs. Also, the study should specifically select schools which have what the State Board for Community Colleges and Occupational Education perceive as quality career education programs versus schools which have not implemented career education programs.

(5) Special programs should be developed to decrease the number of disadvantaged not completing vocational education programs.

No-Shows - Summary

1. What are the characterisitcs of no-shows?

No-shows were identified in 18 schools throughout the State. The majority of no-shows responding to the questionnaire were male and enrolled in trade and industrial programs. No-shows were a major problem, in independent school districts having area vocational schools or skill centers. Seventy-six percent of the no-shows were white with the remainder being either Hispanic or American Indian. Sixty-one percent of the no-shows were male. Approxmiately 66 percent of the students identified the programs in which they did not show up as being offered by an area vocational school. Thirty-three percent of the students indicated that programs were offered by their local high school, most in a career center.

2. What types of programs do no-shows affect?

For the most part, no-shows affect trade and industrial programs. Better than 50 percent of those students identified as no-shows were enrolled in some type of trade and industrial program.

3. What types of delivery systems are used in programs affected by no-shows?

The major delivery systems affected by the no-show problems were the independent area vocational schools and independent school district career centers. In order for a student to be identified as a no-show, the student must have pre-registered in a vocational education program by name. For the most part, community colleges and BOCES area vocational schools did not pre-register or pre-enroll students for the program. They assigned a certain number of slots within each program to the various cooperating schools and it was the responsibility of the cooperating school to assign a student. In interviewing counselors at the various cooperating schools, it was found that the assignment of those students was not a problem in that many of the programs had waiting lists and if one student did not show up, another student was automatically assigned to the program. In those cases where independent area vocational schools pre-enrolled the students, rosters were developed for each vocational education program. For the most part, fewer problems were experienced with no-shows in those cooperating schools where the counselor had a strong vocational philosophy.

4. What are the major reasons students offer for not showing up for a vocational education program in which they were initially enrolled?

Some major reasons were: 1) the students' lack of interest, and 2) the program not meeting the students' expectations. However, the most often given reason was that the student had scheduling conflicts. It was believed that a question must be addressed in terms of, "Is the no-show rate any greater for vocational education programs than it is for most elective courses?" In addressing this question, one can get an indication of how general the problems are in terms of scheduling and whether solutions can be developed.

5. What types of guidance and counseling processes are used in schools with high no-show rates?

Generally, the schools with the no-show problem were larger school districts. Most of these high schools had several guidance counselors. It was found through interviewing that there were many cases where three or four guidance counselors were employed by the same local high school, but none considered themselves career or vocational counselors.

6. What types of career education or pre-vocational experience do no-shows have?

It appeared that the no-shows had the same types of career education experiences as the non-completers. Also, approximately the same number of individuals participated in career education experiences. Students gave many of the same reasons for selecting a vocational education program and for not showing up to that vocational education program regardless of the type or extent of career education experience identified. One major difference was that more students not-participating in a career education experience felt they were treated unfairly.

Conclusions--No-Shows

It appeared that no-shows were a particular problem for a certain type of registration process. The students that did not show up for vocational education classes were not essentially different from those students that did not complete vocational education programs. The major reason for no-shows appeared to be that students had scheduling conflicts and lack of student interest. Career guidance and counseling may be an effective tool for eliminating or decreasing the number of no-shows. Career education does not appear to significantly impact the reasons why no-shows select programs or choose not to attend once enrolled.

Recommendations--No-Shows

It is recommended that the no-show problem be treated as an individual school problem, inasmuch as it is basically a scheduling concern and each school district has different scheduling processes and policies. In interviewing various administrators and counselors in schools having no-show problems, the major strategy being implemented for resolving these problems was extensive follow-up of pre-enrolled students by the guidance and counseling staff throughout the summer. Another solution might be to over schedule for vocational education programs in anticipation of a 5 to 10 percent attrition rate per program. This could be done in much the same way as the airlines generally overbook airline reservations. It is realized that there is a chance that some programs might be over enrolled. A review could be done to identify programs that are specifically affected by no-shows, and then the over enrollment percentages adjusted to compensate for the various programs. Another method used was to compensate for no-shows with the use of alternates in the scheduling of students for vocational education programs.

Appendix A

Center
for
Education & Management

25455 Weld Rd. 50
Kersey, Colorado 80644
(303) 284-6274

Dear Student:

The state of Colorado is looking into the benefit of vocational education for students. It has been brought to our attention that you were enrolled in a vocational education program your Junior year and dropped out of that program. (If you do not recall the program, it is listed on the front of the envelope for your convenience.) It would be helpful to us to identify the reasons why you enrolled in the program initially and the reasons why you dropped out of the program.

Please complete the enclosed questionnaire and mail it to us in the self-addressed, stamped envelope. This information will be used to better serve students. Any additional information or comments are welcome.

Sincerely,

Kendrick L. Spooner, Ph.D.
President

KLS: es
Enclosure

STUDENT SURVEY

DIRECTIONS: Would you please respond to the following questions and return the survey form?

1. School District _____

2. Name of program not completed _____

3. Race/Ethnic Identification (optional)

___ American Indian or Alaskan Native
___ Asian or Pacific Islander
___ Black
___ Hispanic
___ White
___ Non-resident Alien

4. Sex: (optional)

___ Male
___ Female

5. Does your school have career education?

___ Yes
___ No
___ Don't Know

If yes: a) were you able to participate in career education activities? ___yes ___no

b) which activities did you experience?

___job interview
___developed a career plan
___visited business in the community
___used a career information system
___practiced some job skills
___read about or researched various jobs
___took an occupational interest test
___attended a career day
___others _____ specify

6. Where was your vocational education program offered?

___ Local high school
___ Neighboring high school
___ Area vocational school
___ Community college

7. Do you know what career or occupation you want to pursue after high school? ___yes ___no

If yes, specify: _____

8. Will you be able to enter this occupation immediately upon graduation from high school? ___yes ___ no

9. Were you aware of the working conditions of the jobs served by the vocational education program you took?

___yes ___no

10. Listed below are reasons why students take vocational education programs. Which of these are your reasons? (Check one for each answer.)

Reasons for Taking Vocational Education Programs	No (Not A Reason) 1	Yes (A Reason) 2	Not Sure 3
Program fit my career choice	____	____	____
Parents wanted me to	____	____	____
was the only course available	____	____	____
Liked the instructor	____	____	____
My friends were taking the course	____	____	____
It appeared to be an easy course	____	____	____
Guidance counselor told me to	____	____	____
I wanted to use the skills learned in the course for a hobby	____	____	____
I wanted to see if I liked the occupation	____	____	____
Other: _____ specify	____	____	____

11. Did you take an Industrial Arts/Technical Arts course prior to enrolling in a vocational education program?

___yes ___no

12. Listed below are reasons why a student might register for a vocational program but fail to show or complete the program. Which of these were your reasons for not completing the vocational program? (Check one for each answer.)

Reasons for Not Completing A Vocational Program	No (Not A Reason) 1	Yes (A Reason) 2	Not Sure 3
ACADEMIC			
Poor grades in most subjects	____	____	____
Did not have the required skill in the areas of reading and math	____	____	____
Found I didn't like doing most of the activities required by the program	____	____	____
Had to finish general education and graduation requirements before taking VE program	____	____	____
Conflict with the instructor	____	____	____
Transfered to another school in the district	____	____	____
Scheduling conflict	____	____	____
Irregular attendance - too many absences	____	____	____
Discouragement with school	____	____	____

Reasons for Not Completing A Vocational Program	No (Not A Reason)	Yes (A Reason)	Not Sure
	1	2	3
ACADEMIC			
Grades first year/semester too low to continue	____	____	____
Unable to get VE program of choice	____	____	____
Had to spend too much time on bus, coming and going, to take required courses and VE course	____	____	____
VE program wasn't what I expected	____	____	____
EMPLOYMENT			
Scheduling conflict between job and studies	____	____	____
Accepted a job	____	____	____
Needed a job to continue school	____	____	____
Entered military service	____	____	____
Other _____ (specify)	____	____	____
FINANCIAL			
Lacked money to continue school	____	____	____
Transportation to the vocational school was unavailable	____	____	____
Needed to help support family	____	____	____
Other _____ (specify)	____	____	____
PERSONAL CIRCUMSTANCES			
Vocational education program was too time-consuming	____	____	____
Home responsibilities too great	____	____	____
Vocational program interfered with athletics, band, etc.	____	____	____
Moved out of the school district	____	____	____
Health reasons	____	____	____
Illness or death in the family	____	____	____
Quit school	____	____	____
Could not arrange for childcare	____	____	____
I was treated unfairly	____	____	____
I did not get along with the other students in the vocational education program	____	____	____
My friends were taking another program	____	____	____
I changed to another vocational education program	____	____	____

what program did you change to? _____

Did you finish that program? ___yes ___no

SURVEY OF THE IMPACT OF THE AREA VOCATIONAL DELIVERY SYSTEM
(COOPERATING SCHOOLS)

District _____

School _____

Person(s) completing questionnaire _____

Title(s) _____

Which of the following methods are used to provide vocational training in your area? (check all that apply)

___ High school vocational program
___ Contract agreement with area vocational school
___ Joint agreement with other high school
___ Joint agreement with community/junior college
___ Contract with private schools
___ Other (specify) _____
___ Not sure

IF YOU DO NOT USE AN AREA VOCATIONAL SCHOOL, SKIP TO PAGE 4

At what grade level are students enrolled in AVS programs? (check all that apply)

___9th ___10th ___11th ___12th

What vocational education programs are provided to you by area vocational schools?

Program	AVS or School Name	Do You Presently Participate?

If you provide some program locally and contract for others, what is the rationale for deciding on which program to offer locally?

_____

_____

_____

_____

_____

How many miles are you from the nearest area vocational school?_____

How many miles are you from the area vocational school you contract with?_____

What is the average travel time for students attending programs at area vocational schools?_____

Can students or constituents from your district enroll in adult programs:

offered by the local school? ___yes ___no offered by the AVS? ___yes ___no

Has the area vocational school offered any extension or satellite programs in your area in the past year?

If yes, which programs and what are your feelings about the programs?

_____

_____

_____

_____

_____

Please respond to the following statements by marking the response that best describes what is actually happening at your school.

Strongly Agree			Strongly Disagree	
SA	A	D	SD	Efforts are made to coordinate course content between cooperating schools and AVS.
SA	A	D	SD	Most basic math and communications skills required by students entering occupational programs have been adequately covered in our school.
SA	A	D	SD	Close cooperation exists between AVS and cooperating schools.
SA	A	D	SD	Students have an adequate choice of vocational programs.
SA	A	D	SD	Scheduling is a major problem in providing vocational programs to students.
SA	A	D	SD	Counselors recommend vocational courses to interested students of all ability levels.
SA	A	D	SD	Our school staff is involved in planning programs for the AVS.
SA	A	D	SD	Progress of students attending AVS programs is regularly reported to the local school.
SA	A	D	SD	Attendance monitoring is a major problem with students enrolled in AVS programs.
SA	A	D	SD	Travel time is a major problem in arranging for students to attend AVS programs.
SA	A	D	SD	The AVS delivery system is currently meeting our needs.
SA	A	D	SD	Our district is well-informed of the program offerings at the AVS.
SA	A	D	SD	Members of our staff are actively involved in curriculum development and evaluation for AVS programs.

Who is responsible for providing transportation for students enrolled in AVS programs?

___ student ___ local school ___ AVS ___ other (specify)_____

What do you see as major strengths of the current AVS delivery system?

_____

_____

_____

_____

_____

_____

What are the major weaknesses in the current AVS delivery system?

_____

_____

_____

_____

_____

_____

What could be done to improve the current AVS delivery system?

_____

_____

_____

_____

_____

_____

In your opinion, what are the major reasons students enroll in vocational education programs?

_____

_____

_____

For those students who do not complete a vocational education program, what do you believe are the major reasons for their dropping out of it?

_____

_____

_____

Do you feel the adult vocational education training needs are currently being met for your community?

_____

_____

_____

Do you feel your district is offering an adequate number of vocational education programs? _____

If not, what alternatives have you looked at?

_____

_____

_____

_____

_____

Have you been involved with the AVS in your area? (Name School) _____

If yes, ask:
When and to what extent? _____

_____

_____

_____

And why did you stop using the AVS? _____

_____

_____

_____

If no, ask:
Why? _____

_____

_____

_____

Name _____

School _____

Approximately how many students are currently enrolled in vocational education programs (excluding Consumer Home Economics):

In your own school? _____

In AVS programs? _____

How are students selected for vocational education programs:

In your own school? _____

_____

_____

_____

In area vocational schools? _____

_____

_____

_____

Do students receive any career education experience prior to enrolling in a vocational education program? If yes, describe: (grade level, community-based, content, objectives, etc.)

_____

_____

_____

_____

Are students provided with any testing services to provide information pertaining to interest, aptitudes, and abilities? If yes, describe:

_____

_____

_____

_____

_____

_____

Could you describe the types of students enrolled in vocational education programs. Are the students enrolled in AVS programs different? If yes, in what way?

Do you have any communication with counselors or job development specialists at the AVS? If yes, describe:

What is your general impression of the AVS programs?

What do you feel are the major reasons why students enroll in vocational education programs?

What do you feel are the major reasons why students do not complete a vocational education program once they start it?

How are students recruited for the AVS vocational program?